



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Is there, then, no practical in the Classics? If one looks forward to the profession of law or of medicine, he is told that he should know something of Greek and Latin, or that the presence in his own language of a large number of words derived from Greek and Latin constitutes a cogent reason why he should study these languages.

Νήπιοι, οὐδὲ ἴσασιν ὅσῳ πλεόν ἤμισυ παντός.

As he that would scale the mountain height fixes his eye, if he is a wise climber, not on the crest miles away, but on the next spot in the path before him that is to receive his foot, so he that is wisely directed in the pursuit of the literary treasures of the ancients will, from pure delight in the exercise, not insistently question what application is to be made of what he is gathering along the way. That there is an application, many applications, he will find in due season, but that these are by-products, however valuable, of the main process.

In case our pupil neither is diverted wholly from the study of the Classics by the advice of those who proudly parade success in life secured without the aid of the rubbish of antiquity, nor receives false views of objects to be attained from those whose estimate of the value of classical lore is based upon 'Greek in English' or upon the fact that the doctor of medicine will sometime be confronted with *levator nasi labiique superioris* and will need to write prescriptions in Latin, while the lawyer must be quite at home with *feri facias* and the rest of the brood, or all events make his associates (*haruspice* *haruspex*) and the jury think he is, in the event, then, that our pupil escapes these dangers, there are others that await him on the threshold of his studies.

These dangers constitute, in fact, one danger; all are involved, each in its own degree and place, in the one vital, fundamental question of contact. It is here, at the outset, that the case is settled for good or ill. And the issue of the battle, at least the early stages of the battle, rests with the teacher. For it is of the nature of the healthy mind to be attracted by clear views of truth, to be repelled by half truths and false coverings.

Do our classical teachers, from the first moment that those committed to their charge see a Greek word, a Latin word, take the pains, at whatever cost of time and patience, to direct the pupil's attention, through eye and ear, to the immediate connection between the object represented and the word which represents it? The frequent, nay, substantially invariable inability of the pupil at a later stage to deal with the foreign word except by means of a label that proves a hindrance rather than a help, seems to show that he has been allowed, if not encouraged, at a time when by proper guidance, the habit of seeing the real relations of things might have been happily formed, to see only the shadows of such relations.

Thus the making of translations, or transfusions, as the prime object of endeavor, a practice so readily acquired by unwary youth and with so much difficulty shaken off, defeats what should be to the classical instructor among his highest aims, in that it reverses the natural order, an order none the less important because of its embodiment in the homely receipt for making a rabbit-pie. Hence follows naturally the 'pony', the interlinear text and—chaos.

Shadow-chasing is the disease for which classical teachers must find a cure, if they would save the day for the Classics. Of means to this end I believe the one that promises the best results is to be found in excluding, as far as may be, servile dependence upon the vernacular, in dealing directly with the word in relation to that of which it is the reflection.

JAMES W. KERN.

WASHINGTON AND LEE UNIVERSITY.

REVIEWS

An Elementary Latin Course. By Franklin Hazen Potter, of the State University of Iowa. Boston: Benj. H. Sanborn & Co. (1908). Pp. xv + 231 + 109 + 52.

This, in the opinion of the reviewer, is a thoroughly good book on thoroughly bad principles. Starting with the sentences 'I strike him' and 'he strikes me' one is initiated into the nominative and objective concepts. Thereafter the following are introduced in this order: concord of the adjective, predicate nominative, possessive genitive, possessive case and 'of', verb-stems and principal parts, personal endings, present tense (in English and in Latin), indirect object, imperfect tense, future tense, ablatives of means and cause, vocative. The forms of the first and second declensions and the first and second conjugations are introduced as needed. No attempt is made to finish one before beginning the next, but in a final lesson the forms of each declension are summarized. This is accomplished in thirteen lessons. The order in which the chief topics thereafter are taken up can best be told thus: if a class begins this book in September, it will finish the first and second declensions, nouns and adjectives, in a month; the third declension, all about adjectives and adverbs (except numerals and the nine pronominals), and the entire indicative, active and passive, of all regular verbs and of *sum*, by Christmas; fourth and fifth declensions, *is*, *qui*, *unus*, *duo*, *tres*, subjunctive of regular verbs and *sum*, indicative and subjunctive of *eo*, syntax of independent subjunctives (except dubitative) and of volitive substantive clauses, February first; all pronouns except indefinite, all conjugations except *nolo* and *malo*, numerals, simple sentences in indirect discourse, complementary and subject infinitives, conditions, pure and relative clauses of purpose, result, characteristic, *cum*-cir-

cumstantial, periphrastic conjugations and gerund and gerundive, by April first; all temporal and causal clauses, questions, ablative absolute, *nolo, malo*, indefinite pronouns, substantive *quin, quod* and result clauses, dates, complex indirect discourse, prefixes, suffixes and derivation, Roman names, in the last two months. Case constructions are scattered through the whole. Everything is included that is desirable in first year Latin. It is eminently practicable, a uniform progression. The method makes some strange bedfellows: e. g. in one lesson, *hic, plus*, relative purpose clause, ablative with deponents, dative with compound verbs, complementary infinitive, in another, *idem, vis*, dative with adjectives, *ut*-clause of purpose, etc.

Why brand these as bad principles? Because, except in a mind systematic by nature, the result must be inability to form in the imagination a comprehensive picture of any declension or conjugation or of any group of syntactical facts, to say nothing of grammar as a whole. This is not a foundation of reinforced concrete, with a ground floor of stone and an upper story of frame, but, where a log fits, a log is used; where a stone fits, a stone is used; and where nothing else fits, cement is poured in to fill up the empty space. To countervail the well-known shortcomings of this method, this author has introduced summaries of all previous ablatives each time a new ablative is imparted, of all previous subjunctives each time a new subjunctive occurs, etc. But these remedies are not complete, nor can they ever be so good as good health from the beginning.

The Hale-Buck Grammar has been followed in regard to the quantity of vowels, and in some other matters, especially in the subtle analysis and nomenclature of the subjunctive. The pedagogical value of the latter has probably never before been so well demonstrated.

The author claims to have discovered that declensions can be more effectively memorized if studied by cases rather than by numbers, as usually. Adjectives and pronouns he treats in the same way, taking one gender at a time¹. The suggestion is worth trying. The most important feature of the book is that every principle of syntax is described and formulated twice in separate, usually adjacent, lessons, once from the point of view of translating Latin, once with special regard to translating English into Latin. The reflex effect of this upon the pupil's use of his native tongue can not be else than excellent. The exercises are everywhere easy, except in the last month's work, and very skillfully composed. The sentences themselves contain an element of interest. After Lesson X they all consist of continuous narrative, for the most part in simple (and numbered) sentences. There is, however, not the slightest sugges-

tion of Caesarian style or thought in any of them, perhaps because of their very simplicity. *There is never more than one exercise in a lesson.* Latin-English and English-Latin follow each other in successive lessons in the proportion of about two to one. In thirty-two of them (beginning, in the time-schedule above, just after the Christmas holidays) are told anecdotes from the legendary history of Rome. All the exercises are assembled at the end of the volume, in order to remove the paradigms from the student's eye while he is translating.

The vocabulary of the lessons is made up as follows¹:

Total number of words (excluding proper names)	564
Caesar words in Professor Lodge's list of 2000..	404
Words occurring from one to four times in high school Latin	23
Words not in high school Latin.....	6

The manufacture of the book is excellent. A few maps and illustrations are found in connection with the narrative of the exercises. Three interesting halftones and a restoration of the Forum are used as frontispieces. There is a misprint, 'least', on page 128.

There is bound in the same volume A New Method for Caesar, by the same author. It consists of model lessons on the first thirty chapters of the Gallic War, and the text of the same. Each lesson contains a text-assignment, an assignment of principles of syntax for review from the grammar, a special vocabulary, and short Latin sentences which are a simplification of the difficult parts of the day's text.

BARCLAY W. BRADLEY.

COLLEGE OF THE CITY OF NEW YORK

Six Weeks' Preparation for Reading Caesar. By J. M. Whiton. Fifth Revised Edition, with additions by H. I. Whiton. Boston: Ginn & Co. Pp. 105.

This book is intended for older students with only a limited time for the study of the essentials of Latin. The paradigms for the most part are not given in the text, and the book must be used in close connection with the Allen and Greenough, Bennett, or Harkness Grammar. The constant effort to have the student apply his knowledge of tense signs and inflectional endings to new words, even to new conjugations, shows the hand of the experienced teacher. One therefore wonders the more at such misleading statements as "The Perfect System of tenses including all perfects pluperfects and future perfects of the Active Voice is in the *A, E* and *I* conjugations distinguished by the addition of *V* to the verb stem", and at the frequent occurrence in early exercises for

¹ The conventional arrangement, however, is given in an appendix for those who wish it.

¹ These are the figures of Mr. Stephen A. Hurlburt, presented at the last meeting of The Classical Association of the Atlantic States.